

September 4, 2007

Patricia Hardy  
Director, Title II A  
Highly Qualified Professionals Unit  
Arizona Department of Education  
1535 West Jefferson  
Phoenix, Arizona 85007

Dear Patricia Hardy,

Enclosed is our response to the Report of Site Findings issued by the Review Team and the Arizona Department of Education which visited our campus in April 2007. Please let us know if we can provide any clarification our concerns. We have sent you an electronic copy of our response to the Report of Site Findings as well.

Please let us know when we will be on the State Board agenda for discussion and approval.

Sincerely,



Carol Christine  
Associate Division Director, Curriculum and Instruction  
Mary Lou Fulton College of Education  
Arizona State University

**Response to ADE Report of Site Findings received July 31, 2007**

**Arizona State University**

**Mary Lou Fulton College of Education**

**This response addresses “errors in fact” that have been identified in the ADE Report of Site Findings. It is organized in two sections: 1) An overall response to facilitate understanding of the types of errors, yet avoid repetition when the errors apply to multiple programs, and 2) a list of errors by program. The appendix includes additional materials referenced in the list of errors.**

**LIST OF REVIEW TEAM MEMBERS**

The list of review team members that was submitted with the site findings does not include all members of the team. Specifically, Lynn Tuttle’s name was omitted. We would appreciate it if you could provide us with a new title page that includes the names of all the review team members.

**PROGRAM REVIEW – Unique Coursework (no omnibus numbers)**

We believe the unique coursework requirement that is noted as UNMET for the EEPP, ATP, Diné, ITP, MLMC, TEACH EED, and INCITE programs is an error in fact. The college has assigned course numbers for student teaching to correspond to certification requirements: The prefix for early childhood programs is ECD, elementary education programs EED, special education programs SPE, and secondary programs SED. Programs that prepare students for a full ESL endorsement or a bilingual endorsement use the BLE prefix as this denotes that their student teaching must be in classrooms with teachers who have an endorsement in ESL or bilingual teaching.

The student teaching course number does not vary across each of our programs except if the student teaching itself is structured to meet a particular requirement of the program. For example:

- Early childhood education requires documented student teaching in two different settings as does the special education/elementary education combined program.

- Student teaching in the TEAMS program includes completion of an applied research project during student teaching as a requirement for the master's degree, and student teaching has a graduate level course number.

These course numbers are not omnibus numbers. At ASU, omnibus numbers are used for courses offered on an experimental or tutorial basis or for courses in which the content is new or periodically changes. Instead, the courses identified as UNMET for the EEPP, ATP, Diné, ITP, MLMC, TEACH EED, and INCITE programs are representative of similar types of courses in each area of certification like student teaching. For example, Field Experience is the same number in all programs and the prefix is specific to the area of certification: ECD, EED, SPE, SED. The combination of area prefix plus course number reflects unique coursework for each certification program.

## **BENCHMARK/SIGNATURE ASSIGNMENTS and RUBRICS FOR BENCHMARK/SIGNATURE ASSIGNMENTS**

Section E, Program Matrix E directs respondents to, *"Address at the overall standard level, not standard indicators."*

The terminology used in this section of the review and in the subsequent report is not consistent with directions given for the preparation of the report. Specifically, Section E, Program Matrix requested an "artifact" be identified as evidence the standard had been met. This direction is provided for each standard in Section E. No guidelines were provided regarding either a minimum or maximum number of artifacts and the intent for this section to require benchmarks to indicate that each standard had been met was unclear. The term 'signature assignment' or "signature artifact" evolved in the training session and was then used to describe this requirement for faculty; the artifacts provided are exemplars of how the standards are met.

### **Rubrics**

We recognize the complexity of assessment and its importance and were pleased to see that the matrix directions specified that evidence for meeting a standard could be qualitative or quantitative. However, the ADE Report of Site Findings consistently indicated that a rubric was needed as evidence. Although frequently used, rubrics may

not always be the most appropriate assessment mechanism. The determination of kind or type of assessment must rest with the faculty of the course and the interrelationship of requirements within the course and program as a whole. The assessments reported across programs included final course grades, scaled percentages or numbers, numbers of students who met or did not meet requirements, and descriptions of the required participation and the faculty response with no corresponding rubric. We believe these constitute appropriate evidence for meeting a standard.

The report additionally identified the need for some programs to submit performance indicators in the assessment section. The directions for Section E, the Matrix, asked for standard level indicators only. This aspect of the site findings is discussed below in that section.

## **EVALUATION INSTRUMENTS FOR FIELD EXPERIENCE**

Although the appraisal instrument used to evaluate field experience is essentially the same for all programs, some programs were evaluated as meeting requirements in this area while others were evaluated as not meeting requirements. Therefore, the determination that some programs did not meet the requirement for “clearly identified criteria” appears to be an error. Specifically:

- The appraisal used to evaluate the field experience in TEACH ECD (UNMET) and TEACH Elementary (MET) and INCITE (MET) are the same. Field experience is described in exactly the same way on each program’s field experience syllabus and the appraisal is the same for each program.
- The field experience appraisal for Secondary Education (MET) and for MLMC (MET) is the same as the one for ECD (UNMET).

## **ASSESSMENT DATA**

**This section addresses three areas of concern:**

### **1. Clarification needed:**

We respectfully request clarification regarding the data and timeframe being requested. Multiple sections of the program review requested assessment data: please see Section B-10 Field Experience; Section C on Assessment, 2 – 5; and Section D-3

Follow-up Data on Graduates. We are unclear as to which of these sections is missing data. Furthermore, we received the program review guidelines fall 2005 and they were approved by the SBOE on August 29, 2006. The report of site findings indicate that all programs are required to submit data for three years in subsequent review materials; however, the specified years (when noted) are 2002-03, 2003-04, and 2004-05. The report for some programs simply directs the program to “submit data plan” or “report data for three years.” We believe that the requirement to provide data retroactively to a time before the presentation and approval of materials, and to a time when programs had no opportunity to collect and retain data is an error. More detailed information is provided below.

The directions for Step 2 of the Program Review regarding the collection and assessment of data and our resulting concerns are presented as follows:

#### **Section B-10 Field Experience**

“Submit assessment data gathered from the evaluation instrument used during the capstone experience for the past three years.”

“Institutions submitting Step 2 of the approval process in 2006 must provide a plan for gathering and analyzing the data. Initial data and analysis of this data must be submitted in the annual report beginning April 2007.”

What is not clear to us is exactly what data is being requested as well as the date to submit that data or a data collection plan. We did include information in our submission that indicated the performance of all student teachers in each program. Specifically, the Assessment Section of the Program Review (B-10 Field Experience) included scores on the final assessment from student teaching for all programs for years 2003-04 and 2004-05. Sections C-2, C-3, C-4, and C-5 all request data to be reported in the same manner as student teaching.

## **2. Follow-up Data**

### **Section D - 3 Follow-up Data on the Graduates**

This section requests 3 years of data which monitors program graduates and notes that a plan should be provided if this data is not already collected. Data is to include retention (3+ years in the profession), success (as defined by the employer), and the number of graduates who progress to a standard teaching certificate within three years of

entry into the profession. We believe this is not a submission error, but rather reflects recognition that continuity significantly impacts instruction in schools.

The difficulty and complexity in gathering this data has been frequently discussed with ADE. For example, although we have attempted to gather information on our alumni, we have found that few districts have this information available. Additionally, employee evaluations, which are conducted in districts and which could address the issue of success, are confidential and unobtainable. Finally, we have been working to identify an efficient strategy that will enable us to determine the number of graduates who obtain a standard teaching certificate within three years. At this point, it appears that this information might be best obtained through the ADE Certification Office at the point of renewal.

### **3. Additional errors**

In addition to the above issues, please note that two of the programs marked “MET” for the requirement of three years of assessment data are new programs which did not report any data. The special education/elementary education program was submitted for review as a new program to begin fall 2007, and the TEACH+ME ECD program began in the fall 2006 and no data was submitted for the year.

Additionally, the data submitted in section C for the undergraduate program and the post bac program in special education is the same type of data submitted for all programs in sections C-1, C-2, C-3, C-4, and C-5. However, Special Education and Special Education Post Bac MET the requirement while all other programs did not meet this requirement.

## **PART 2: Errors and concerns noted by individual program**

Thank you in advance for any clarification you can provide for these concerns and the errors that are described by program.

### **Apprentice Teacher Preparation Program (ATP)**

1. There is no requirement that student teaching course numbers be unique by program.
2. It is unclear when the plan for gathering and analyzing assessment data is due to the state board; it also is unclear which data are being referred to.

### **Dine Teacher Education Program (DTEP)**

1. Syllabi aligned to national standards – We provided a crosswalk, which showed alignment by AZ standards, INTASC, and Diné Baccalaureate Program Mission.
2. Provide syllabi in course in course sequence - All were provided and available (still are).
3. Benchmark/Signature Course Assignments – It is not clear to us if the review team did not find these in our documents or if the question is about the terminology used, i.e. benchmark.
4. Ensure that each field experience is clearly identified and aligned to standards - We have that as part of the crosswalk, in the handbooks, and assessed directly in the summative assessments.
5. Align evaluation instruments with standards that use rubrics – We provided a crosswalk, which showed alignment by AZ standards, INTASC, and Diné Baccalaureate Program Mission.
6. Align student teaching with standards that use rubrics - This was done and provided although we can provide more evidence if needed. We also have the crosswalk, which showed alignment by AZ standards, INTASC, and Diné Baccalaureate Program Mission.
7. It is unclear when the plan for gathering and analyzing assessment data is due to the State Board; it also is unclear which data are being referred to.
8. There is no requirement that student teaching course numbers be unique by program.
9. **Other comments.** Three of us drove down from Dine College to be present for the review, but were discouraged from being present or speaking with reviewers. At one point, the program coordinator was asked to answer questions in the reviewer room about accessing the electronically available materials. She showed several reviewers how to click on links and view syllabi. There were no problems accessing the materials at that time.

### **Early Childhood Education Teacher Preparation Program (ECD)**

1. The ECD 476: Integrated Curriculum: Birth-Pre-K syllabus contains the early language and literacy required for the Early Childhood Certification. This was available at the on-site review. The content is also addressed in our child development courses, but I think this one will more than suffice. (See Appendix.)
2. It is unclear what data, specifically, is being referred to in the plan for gathering and analyzing assessment data.

### **Elementary Education Partnership Program (EEPP)**

1. There is no requirement that student teaching course numbers be unique by program.
2. It is unclear when the plan for gathering and analyzing assessment data is due to the state board; it also is unclear which data are being referred to.
3. The Field experience evaluation instruments used in the EEPP were aligned to Arizona's Professional Teacher Standards. This set of standards does not address teacher dispositions. Yet, the findings of the team state that these instruments are "dispositional in nature" or "seem more dispositional in nature."

Although it is not clearly stated, the review team's comments that the field experience evaluation instruments "seem more dispositional in nature" appear to reference the INTASC model standards. If this is the case, please note that while not specifically referencing the INTASC standards, the field experience instruments used in the Elementary Education Partnership Program do in fact address all three areas - knowledge, skills, and dispositions – across many of the 10 INTASC principles.

Table 1 (see Appendix) presents the results of an analysis of the field experience evaluation instruments relative to the INTASC principles. Field experience syllabi submitted for review included 10 goals/objectives each of which was aligned with Arizona's Professional Teacher Standards. The first two columns of Table 1 contain this information. The third column identifies knowledge, skills, and dispositions for INTASC principles addressed by each goal/objective. The fourth column specifies the field experience instrument and item used as an outcome measure to evaluate the intern. This analysis demonstrates that the evaluation instruments used in field experience are not primarily "dispositional in nature."

### **Indigenous Teacher Preparation Program (ITP)**

1. There is no requirement that student teaching course numbers be unique by program.
2. It is unclear when the plan for gathering and analyzing assessment data is due to the state board; also is unclear which data are being referred to.
3. The name of the program is Indigenous Teacher Preparation Program, not "Indian Education," as it was identified by the review team in the site findings.



### **Integrated Certification in Teacher Education (INCITE)**

1. There is no requirement that student teaching course numbers be unique by program.
2. It is unclear when the plan for gathering and analyzing assessment data is due to the state board; it also is unclear which data are being referred to.

### **Multilingual/Multicultural Concentration Program (MLMC)**

1. There is no requirement that student teaching course numbers be unique by program.
2. It is unclear when the plan for gathering and analyzing assessment data is due to the state board; it also is unclear which data are being referred to.

### **Secondary Education Program (SED)**

1. It is unclear what data specifically are being referred to in the plan for gathering and analyzing assessment data.

### **Secondary Art Education**

1. On page 1, the review states: "Student teaching in art education occurs only in the spring semester." The fact is that: "Student teaching in art education occurs both in the fall and spring semesters."
2. There are no requirements listed for extending program approval to five years.

#### **QUESTIONS:**

1. In the recommendation on page 3 "Course Information", does "for each Program Syllabus from the School of Art" mean for each School of Art syllabus in the Art Education Program that we submitted? We have nothing called a "Program Syllabus." We also assume this recommendation does not refer to non-art ed. courses (studio and art history) in our program.
2. In the required action on page 5 "Rubrics for Benchmark/Signature Assignments", should we understand "benchmark assignments" to be the "Artifacts" such as those called for and submitted with our report?
3. As discussed at our meeting, we remain confused about the following required action on page 7 "Evaluation Instrument/s for Field Experience": "Include

relationship to Content (Art) Standards? Should art standards be included in Internship Appraisals, i.e. in the assessment tools used in ARE 486 (our field experience course)? If so, does Content (Art) Standards" refer to AZ Visual Arts Standards or National Visual Arts Standards?

4. On page 11 "Assessment Data", a required action calls for "a plan for collecting and analyzing programmatic data within 30 days of program approval..." What exactly counts as "programmatic data"? "Artifacts" such as those we submitted with our report? "Benchmark/Signature assignments" noted on page 5? Grades indicating level of achievement on Artifacts or Benchmark/Signature projects? If student work is to be systematically selected and stored, we continue to have Buckley Amendment concerns.
5. A required action on page 7 reads: "Provide evidence of student competencies for all program courses included in the program review." Is this recommendation a repeat of the recommendation on page 3 to "Systematize the inclusion of AZ Professional Teaching Standards, the voluntary national art standards, and AZ Art Standards in each Program Syllabus from the School of Art"? According to the ADE review on page 3 we MET the course information standard. Yet, in the ADE's review specifically of "Field Experience" courses on page 5 tied to state [teaching] standards and national [teaching or art?] standards requirements are UNMET. In order to MEET the requirements on page 5, within 30 days after approval, must we do something will all our courses?

### **Secondary Dance Education**

There are no requirements listed for extending program approval to five years.

### **Secondary Music Education**

1. The review team found that assessment tools for each benchmark assignment were not present, however, those assessment tools that were available were (overall) of high quality. Additionally, rubric/assessment tools for all courses listed in program sequence must be documented such that an outside reader can easily identify the corresponding benchmark assignments. We will certainly do all we can to mark clearly the benchmark assignments and assessment/evaluation tools associated with them for all courses. We note that assignments for two courses were missing, and we will correct that in future evaluations.

We would appreciate some clarification from the ADE about what a benchmark/signature assignment" is. We provided a sampling of assignments to demonstrate the variety of experiences in which we engage music education students. We also provided a variety of means of assessing those assignments.

We do not agree that rubrics are the only means or, in some cases, the most appropriate means of assessment or evaluation, and we included other forms of assessment and evaluation in our materials. We also believe that relying solely on rubrics fails to demonstrate the variety of means of assessment that music educators will be called upon to use in their own teaching practices, and therefore, reliance only on rubrics does not demonstrate good practice. We would be happy to provide evidence in the form of a research article published in an international journal regarding one of the “signature assignments” included in our materials that is *not* assessed using a rubric.

2. The review team found that “no data was provided by the College of Education,” which requires the “College of Education in partnership with the Herberger College of the Arts needs to submit all programmatic data for music education majors for years 2002-03, 2003-04, and 2004-05 or a plan for collecting and analyzing programmatic data within 30 days of program approval by the State Board of Education. Plan needs to provide description of data elements, activities, timelines and person responsible.”

Data were in fact provided, however, we are happy to collaborate with the Herberger College of the Arts, the Fulton College of Education, and the ADE to develop a plan for submitting programmatic data. We would appreciate clarification about (1) the kind or type of “programmatic data” and “data elements, activities, and timelines” the ADE seeks; (2) the extent or degree of detail required; and (3) whether the requirement is for tracking of each individual student (“candidate’s”) or for cohorts of students.

3. There are no requirements listed for extending program approval to five years.

### **Secondary Theatre Education**

1. Course Information, Page 3: “Alignment to national standards”: National theatre standards, published in 1994, are severely out of date with current pedagogy and are purposely not addressed in theatre education coursework. Plus, if the national theatre standards are “voluntary,” as stated in the ADE report, then our unit opts not to include them in our curriculum. Arizona state standards in theatre, recently revised, are more current and applicable than national standards.
2. Rubrics for Benchmark/Signature Assignments, Page 6: Unmet in “Clearly identified for each benchmark/signature assignment”: We can provide methods of assessment used for various/selected assignments in theatre education courses, but not all of them may include rubrics or other standardized instruments—perceived by this program as methods incompatible with current authentic/qualitative assessment trends in education. We ask that the ADE acknowledge that other

forms of assessment exist, particularly more holistic forms for arts education coursework.

3. Evaluation Instrument(s) for Field Experience, Page 8: Unmet in "Evaluation instrument tied to state standards" and "Evaluation instrument tied to national standards": This requirement will be addressed by the Professional Field Experience office as the evaluation documents are revised.
4. Assessment Data, Page 12: Unmet in "Three years of data or Assessment Plan assessing candidate's competency in meeting state and national standards": Since we cannot recover data before 2006 (since we were unaware of the need for these data), we will implement a plan to collect forthcoming data beginning with fall 2007 and beyond. Data will be comparable to those provided for the most recent ADE review. Johnny Saldaña, Professor, will continue to serve as the contact person for Theatre.
5. There are no requirements listed for extending program approval to five years.

### **Special Education/Elementary Education Dual Certification**

1. The report indicated that the program had data for spring 06, but the program did not report any.
2. A revised course sequence, showing SPE 303 and SPE 304, was available at the on-site review. (See Appendix.)

### **Teacher Education and Certification Highway (TEACH+ME)**

1. There is no requirement that student teaching course numbers be unique by program.
2. It is unclear when the plan for gathering and analyzing assessment data is due to the state board; it also is unclear which data are being referred to.

### **Teacher Education and Certification Highway - Early Childhood (TEACH+ME ECD)**

1. The report indicated that the program had data for spring 06, but the program did not report any.

## **Teacher Education for Arizona Mathematics and Science (TEAMS)**

1. "During interviews, a reference to Calculus 1, II, and III being a requirement for math candidate surfaced. A reference to this requirement was not found in any of the documents submitted for review."

To clarify, the Calculus 1-III sequence is *highly desirable*, but not a stated requirement. If it *were* stated, it would eliminate a lot of folks who only have a Calc 1 or Calc 1-II sequence and who are otherwise fine candidates.

2. It is unclear what data specifically are being referred to in the plan for gathering and analyzing assessment data.

## **Principal, Superintendent, and Supervisor Certificate**

1. Institution must participate in a statewide task force reviewing administrative program and practicum requirements.

Dr. Marian Hermie will represent Arizona State's Education and Leadership Policy Studies Division on this task force. She can be contacted through the University or at [ghermie@msn.com](mailto:ghermie@msn.com) regarding the schedule of task force meetings.

## **School Counseling**

1. On page 1 of the Program Review, it states "A new program sequence for School Counseling was submitted to the review team on April 23, 2007. This was the second day of the review." This is inaccurate. The site team asked for clarification of how the school counseling program was different from the community counseling program. This information was not previously requested because the report detailed ONLY the school counseling program. The only new information provided was how the two programs differed. There was NO NEW school counseling program information presented. The school counseling program was identical to the program presented in ALL previous materials.

2. On page 2 of the Program Review under "If Unmet, further action required," the first point. "Assign unique course work number for all EDA 598 courses" is inaccurate. This is in error because we have NO EDA 598 courses.

3. On page 12 of the Program Review, the last comment states "Students were not available for interview." This is inaccurate. There were several students in attendance at the site visit meeting with students. Two students remarked to me

after the meeting that although they identified themselves as being in school counseling, they were not asked any questions about the program.

### **School Psychology**

Is this program being recommended for five year approval to the State Board, as it is accredited by the American Psychological Association? Although the accreditation documentation was reviewed by the ADE, no report of site findings or other letter was received for this program.

## **Appendix**

### **Early Childhood Education- Syllabus**

#### **ECD 476: Integrated Curriculum: Birth-Pre-K**

*Fall 2007 (3 Credit Hours)*

Instructor: Michelle Rhodes, Ph.D.

Phone: (480) 965-6221

Subject Line Number: 86908

email: Michelle.Rhodes@asu.edu

Class location, Day & Time: EDB 208, Mondays 4:40-7:30PM

Office Location and Hours: Farmer 448, by Appointment only **My Box is located in Farmer 408!**

#### **Course Description:**

This course provides students with an introduction to being a teacher of young (0-5 year olds) children. Students will expand knowledge and practical applications of skills and strategies needed to become an early childhood educator. The central goal of the course is to help students begin to "think like a teacher." This course will provide students with methods for learning about all of the things teachers do in a classroom including how to set-up a classroom, what to teach and how to teach it, and how to relate to children, supervisors, and parents. This course also examines the early language and literacy development of young children ages 0-5 (Birth-Pre-K), and describes a range of educational strategies for promoting growth in reading, writing, speaking and listening. This includes supervised experience teaching reading and language arts in the preschool setting.

#### **Class Format and Objectives:**

This course provides opportunities for students to broaden their knowledge base about the field of Early Childhood Education (ECD) while attaining experience in a preschool classroom. This course is tied to a 20-hour per week field experience in a preschool classroom. Students are expected to engage in classroom observations and classroom exercises that will deepen their knowledge of teaching young children.

#### **Standards Based Focus:**

The State of Arizona has implemented Arizona Academic Standards for K-12 students, as well as Arizona Teacher Standards for the preparation of K-12 teachers. This course utilizes the Arizona Teacher Standards in identifying course/goals objectives, course activities, assigning course requirements, and in creating course assessments. In addition, the course utilizes the NAEYC Standards for Professional Teacher Preparation (Advanced). A following outline identifies how and where these standards are incorporated in this course. Only the standard number and letter identification codes used in the state law are referenced. For a complete listing of the Standard numbers, code letters and sub-standard numbers refer to: [www.ade.az.gov](http://www.ade.az.gov) and <http://www.naeyc.org/faculty/college.asp#2002>.

**Opportunities for Observation and Application of the Standards:** Students spend 6 hours per week in a preschool classroom. In this setting students plan, conduct, and evaluate (with help of the mentor teacher) lessons with small and large groups of children (with focus on language and literacy skills). They also observe the teacher and participate in a number of classroom activities including preparing and marking assignments and helping individual learners. **Students work directly with children and within a school setting, therefore both dress and demeanor are expected to befit that of a professional educator.**

### Course Goals/Objectives, Professional Teaching Standards, Evaluation

<i>Goal/Objective</i>	<i>AZ &amp; NAEYC Teacher Standards</i>	<i>Evaluation or Artifact</i>	<i>Field Experience</i>
1. Indicates short and long term curriculum goals.	AZ: 1.6 NAEYC: 2	Reflections, Final Project	X
2. Includes appropriate use of a variety of methods, materials, and resources.	AZ: 1.7 NAEYC: 3a, 3g	Reflections, Final Project	X
3. Includes learning experiences that are developmentally appropriate for learners, and that address a variety of physical, cognitive, & social and emotional levels, as well as early language development.	AZ: 1.8, 1.9 NAEYC: 1, 2, 3a, 3f, 9a, 9b	Reflections, Final Project	X
4. Includes learning experiences that are appropriate for curriculum goals and accurately represent content.	AZ: 1.10, 1.12 NAEYC: 2, 3a, 3e, 9a, 9b	Reflections	X
5. Addresses and respects any physical, mental, social, language, cultural, and community differences among learners.	AZ: 1.4, 2.4 NAEYC: 1, 7a, 3b, 3e	Reflections, Final Project	X
6. Incorporates strategies that address the diverse needs and developmental levels of learners, and demonstrates multicultural sensitivity and responds to the needs and interests of children.	AZ: 3.7, 3.8 NAEYC: 1d, 3e, 3f	Reflections, Final Project	X
7. Appropriately implements a teacher-designed lesson plan, including effective reading lessons.	AZ: 1.6 1.10, 3.1, 3.6, 3.7, 3.10, 3.11, 3.13, 3.14, 3.15, 5.3 NAEYC: 1, 4 b, 4c, 4d	Reflections, Final Project	X
8. Displays effective classroom management, including the demonstration of self-discipline and responsibility to self and others, and working productively and cooperatively with each other.	AZ: 2.2, 2.3 NAEYC: 6a, 6b	Reflections, Final Project, Infant and Toddler Observation	X
9. Links learning with students' prior knowledge, experiences, and backgrounds.	AZ: 3.3 NAEYC: 3f, 3g	Reflections, Final Project, Infant and Toddler Observation	X
10. Uses a variety of effective teaching strategies to teach skills listed in state/district student standards.	AZ: 1.11, 1.12, 3.11, 3.12, 3.9, 3.14 NAEYC: 4 b, 4c, 4d	Reflections, Final Project, Infant and Toddler Observation	X
11. Provides opportunities for students to use and practice what is learned.	AZ: 3.2, 3.10, 3.14 NAEYC: 6a, 6b	Reflections, Final Project, Infant and Toddler Observation	X
12. Provides a motivating learning environment by encouraging critical thinking and connecting lessons to real life situations when appropriate	AZ: 2.6, 3.2, 3.9, 3.10, 3.13 NAEYC: 6a, 6b	Reflections, Final Project, Infant and Toddler Observation	
13. Models the skills, concepts, attributes, or thinking processes to be learned, including the organization of materials.	AZ: 2.9, 3.4 NAEYC: 6a, 6b	Reflections	
14. Includes learning experiences that are based upon principles of effective instruction.	AZ: 1.11 NAEYC: 3a, 3f	Reflections, Final Project	X
15. Describe how to provide opportunities for students to respond to literature in a variety of ways and to gain an understanding of the purpose of writing and comprehending that books have meaning.	AZ: 3.12 NAEYC: 1, 3, 4b, 4c, 4d	Reflections, Final Project	X



16. Read children's books to students, using appropriate techniques that foster development of concepts of print and emergent reading skills.	AZ: 1.7, 3.4 NAEYC: 1, 4b, 4c, 4d	Reflections, Final Project	X
17. Select children's books that match students' interests and abilities in order to help children create meaning from print and to encourage enjoyment from reading.	AZ: 1.8, 2.4, 8.8 NAEYC: 3a, 3e, 3f, 3g	Reflections, Final Project	X
18. Provide opportunities for students to express themselves using words and complex sentences.	AZ: 3.12 NAEYC: 1, 3, 4b, 4c, 4d	Reflections, Final Project	X
19. Reflect on teaching to improve further instruction.	AZ: 1.1, 3.5, 3.9, 3.15, 6.1 NAEYC: 5, 4d, 6a, 6b	Reflections, Final Project	X
20. Demonstrate respect for the confidentiality of all children, parents & school personnel.	AZ: 4.5 NAEYC: 2, 5	Reflections	X
21. Addresses the modification of lessons and activities to reflect the needs of children that are gifted, English Language Learners or have special needs.	AZ: 1.1, 3.5, 3.9, 3.15, 6.1 NAEYC: 1e, 4c, 4d	Reflections, Final Project	X
22. Assesses progress in the classroom.	AZ: 1:3 NAEYC: 4, 7b	Reflections, Final Project	X
23. Demonstrates sensitivity towards building relationships in the classroom including building positive relationships with teachers, students, parents, and families and creating caring communities in the classroom.	AZ: 3.7, 3.8, 5.1 NAEYC: 1, 3b, 7a, 7c	Reflections, Final Project	X

## Course Requirements:

### *Infant/Toddler Observation Assignment*

Students will spend at least one hour observing an infant or toddler classroom. This assignment will be completed at some point during the first three weeks of the semester. This assignment is due on September 10<sup>th</sup>, 2007 in class. This assignment will be discussed in class. Guidelines for this assignment are posted on blackboard under Class Assignments (50 points).

### *General Reflections*

Three general reflections are required. These are due on August 27<sup>th</sup>, October 15<sup>th</sup>, and December 3<sup>rd</sup>, 2007 in class. Guidelines for these are posted on blackboard under Class Assignments (50 points each for total of 150 points).

### *Targeted Reflections*

Targeted reflections are due each week during the student teaching experience beginning on October 1<sup>st</sup>, 2007. They will each focus on a particular area of the classroom. Students will be required to integrate the reading for the week with their work in the classroom. For example during the second or third week of student teaching students will be required to read about the block area; for the assignment you will then connect the reading with your observations and interactions in the block area. Specific guidelines are posted on blackboard for these assignments (50 points each for total of 400 points).

### *Final Project*

Students will be required to develop and implement a project in their placement classroom. This will be an on-going project and will therefore be discussed throughout the semester. We will brainstorm ideas for this project in class throughout the semester. Specific guidelines will be posted on blackboard (150 points). This assignment is due on December 3<sup>rd</sup>, 2007.

### ***Poster Presentations of Final Project***

Students will prepare a poster presentation describing the project they completed. These will be presented publicly at the end of the semester. Specific guidelines, date, and location will be posted on blackboard and discussed in class (150 points). Poster Presentation will be on December 3<sup>rd</sup>, 2007.

### **Required Text:**

Dodge, T.D., Colker, L., Heroman, C., & Bickart, T.S. (2002). *The Creative Curriculum for Preschool*, Washington D.C.: Teaching Strategies Inc. Available at the university bookstore or can be purchased online. ISBN# 1879537435.

### **Optional Text:**

Helm, J.H. & Katz, L. (2001). *Young Investigators: The project approach in the early years*, New York: Teachers College Press. Available at the university bookstore or can be purchased online.

**Grading:** Your final grade will be based on percentage points earned. Your final grade is based on a normal grading scale. The plus/minus grading scale will not be used.

#### ***Point Distribution:***

Infant/Toddler Observation	50 points	5%
General Reflections (3)	150 points	15%
Targeted Reflections (8)	400 points	40%
Final Project	150 points	15%
Project Presentation	150 points	15%
<u>Attendance/Participation</u>	<u>100 points</u>	<u>10%</u>
Total Points	1000 points	100%

#### ***Grading System***

A	90-100 %
B	80-89%
C	70-79%
D	60-69%
E	Below 59%

### **Class Policies:**

- Make two copies of all assignments. Hand in one. Keep one in your own file.
- Proofread all assignments, paying close attention to spelling, grammar, and punctuation. Points will be deducted, at the discretion of the instructor for errors in these areas.
- Assignments are due on the dates specified by the instructor. Late assignments will have points deducted.
- Learners will respect the rights of peers and faculty to voice individual opinions in class.
- Students must respect each other and act professionally at all times.

**Written Assignments:** All work is to be typewritten or word-processed. It should be correct in both grammar and spelling. All work must follow APA format. All assignments are due in class by 4:40PM on the scheduled due date.

#### ***Late Submissions:***

Penalty for late submissions is as follows: 10% of the total number of points allocated for the assignment will be deducted for EACH DAY that the assignment is late. **This includes weekends.** After you reach the 50% mark, you will stop losing points for being late. Therefore, you can still get 50% of the points for good quality and thorough work.

**Attendance/participation:** Class participation and attendance is mandatory and vital (100 points-10% of your grade). You must be on time and remain for the whole class period. You must be prepared for each class and are required to participate in classroom discussions and activities. All course readings must be read prior to the date of classroom discussion. Please see Course Schedule for due dates of assigned readings. Students will reflect on their personal beliefs as they relate to teaching, discuss current events in education, and engage with the instructor and classmates in ongoing dialogue. This class will be interactive. There will be opportunities for whole group, small group, and one-on-one discussions, as well as individual time to reflect on a writing sample, personal experience, etc. You are expected to participate in the class discussions and take an active part of your education. I will do everything in my power to create engaging discussion topics but ultimately the decision to become a member of the classroom community is yours. Participation points will awarded/deducted based on your participation.

If you must miss class, make the appropriate arrangements in advance.

- ◆ If you miss class on a day that an assignment is due, it will be considered as 'late submission' unless you have obtained prior permission from the instructor to turn it in at a later date.
- ◆ If you repeatedly leave early or are late to class without a valid reason, then I will start counting your tardiness as unexcused absences.
- ◆ Please check on any verbal directions / modifications made to the course with your classmates, if you are absent or late, since these changes will be verbally announced during class.
- ◆ Please sign in at every session as you come to class. If you don't sign in you will be automatically marked as absent.
- ◆ Valid documentation will be required for legitimate absences such as emergency illness, family emergencies, or such other occurrences.

### **Professionalism in the Classroom:**

Successful completion in this course relies on attendance, excellence in course work, and excellence in professional behavior. *Be respectful of others.* Examples of unprofessional behavior include, but are not limited to:

- Insulting or directing profanity at others (peers, instructors, staff)
- Whining
- Disrupting class activities
- Bullying, belittling, intimidating or harassing others – behavior such as sarcastic comments, eye-rolling, name-calling or inappropriately characterizing others

Failure to meet any of the above requirements may result in administrative withdrawal from this course and possible removal from the program.

**Cell Phones and other Electronics:** Turn off all pagers and cellular phones during class! This should be done automatically as a courtesy to others. Answering of cell phones during class will not be tolerated, and I reserve the right to ask you to leave my class. If the phone call is that important, please take it in the hall. However, if I notice that you are constantly in the hall answering your phone, I will start counting that as an absence.

**Academic Integrity:** The highest standards of academic integrity are expected from all students. The failure of any student to meet these standards may result in suspension or expulsion from the university or other sanctions as specified in the University Student Academic Integrity Policy. Violations of academic integrity include, but are not limited to cheating, fabrication, tampering, plagiarism, or facilitating such activities. The University Student Academic Integrity Policy is available from the office of the Senior Vice President and Provost and from the deans of the individual colleges. Visit [www.asu.edu/studentlife/judicial/integrity.html](http://www.asu.edu/studentlife/judicial/integrity.html) for a copy of the academic integrity policy. All students must read over the Student Code of Conduct, which can be found at [www.asu.edu/aad/manuals/sta/sta104-01.html](http://www.asu.edu/aad/manuals/sta/sta104-01.html).

**Internet Use:** All information accessible via the internet should be assumed to be private property and subject to copyright protection. Internet sources must be credited appropriately, as with the use of any copyrighted material. If you do not use citations and reference pages in your assignments, you have committed plagiarism and this is grounds for removal from the program as well as the University.

### **Accommodations for Students with a Disability:**

Any student in need of special accommodations due to a mental, physical, and/or emotional disability should inform the instructor early in the semester. I will do anything possible to accommodate you. You should, however, be able to provide documentation as to the nature of your disability.

**Also Required:** We will be using Blackboard (MyAsu) for this class, so be sure to obtain an ASU Asurite ID# and Password from Computer Accounts. Login to MyAsu on the ASU Website at <https://my.asu.edu/webapps/asuwebauth/loginpage.jsp>. Students will be automatically enrolled on Blackboard when they register for the class.

### **Tentative Course Schedule (*Readings due prior to scheduled date*):**

<b>Week</b>	<b>Date</b>	<b>Topic Covered/Chapter (<i>assignments due</i>)</b>
<b>Week 1</b>	<b>August 20<sup>th</sup></b>	<p>Introduction to course. Review syllabus.</p> <p><b>Discussion:</b> Community Building and Guidance and Discipline.</p> <p><b>Introduction to the Project Approach</b></p> <p><b>Homework:</b> Look over APA format on blackboard and come to class next week with questions and Inventory of Practices for Promoting Children's Social and Emotional Competence</p>
<b>Week 2</b>	<b>August 27<sup>th</sup></b>	<p>Program Approaches, Standards, and Lesson Planning</p> <p><b>Readings:</b> Overview of Early Childhood Learning Standards  <a href="http://www.ade.state.az.us/earlychildhood/downloads/EarlyLearningStandards.pdf">http://www.ade.state.az.us/earlychildhood/downloads/EarlyLearningStandards.pdf</a></p> <p><b>Discussion of Handouts:</b></p> <ol style="list-style-type: none"> <li>1) Make Early Learning Standards Come Alive</li> <li>2) Planning Curriculum with Early Learning Standards in Mind</li> </ol> <p><b>Due:</b> General reflection #1</p>
<b>Week 3</b>	<b>September 3<sup>rd</sup></b>	<b>LABOR DAY—NO CLASS</b>

<i>Week</i>	<i>Date</i>	<i>Topic Covered/Chapter (assignments due)</i>
<b>Week 4</b>	<b>September 10<sup>th</sup></b>	<p>Infants and Toddlers</p> <p><b>Readings:</b> Creative Curriculum for Infants and Toddlers</p> <p><b>Due:</b> Infant or Toddler observation.</p> <p><b>STUDENT TEACHING BEGINS THIS WEEK!</b></p> <p><b>Group Work: Final Project—Getting Started—Questions!</b></p> <p><b>Homework:</b> For your final project, determine what students are interested in and come back and discuss with the class next week.</p>
<b>Week 5</b>	<b>September 17<sup>th</sup></b>	<p>Regulations and Funding</p> <p><b>Discussion:</b> Quality Programs and Develop. Appropriate Practice</p> <p><b>Readings:</b> NAEYC Accreditation and AZ Administrative Codes</p> <p><b>Group Work on Final Project—Discussion of Project Approach</b> (Chapters 1 and 2) <b>and Project topics.</b></p> <p><b>Homework:</b> Determine/Finalize Project Topic</p>
<b>Week 6</b>	<b>September 24<sup>th</sup></b>	<p>Teacher's role and Project Approach</p> <p><b>Group Work on Final Project—Continued Discussion of Project Approach</b> (Chapters 1, 2, and 3)</p> <p><b>Readings:</b> Creative Curriculum Chapter 4</p> <p><b>Homework:</b> For your final project, determine activities or lessons you will do with your children in your student teaching classroom.</p>
<b>Week 7</b>	<b>October 1<sup>st</sup></b>	<p>Project Approach and Block Area and Early Numeracy Development</p> <p><b>Readings:</b> Creative Curriculum Chapter 6</p> <p><b>Group Work: Final Project— Discussion of Project Approach</b> (Chapters 4, &amp; 5)</p> <p><b>Due:</b> Block reflection</p> <p><b>Homework:</b> Determine Field Sites to visit during your project.</p>
<b>Week 8</b>	<b>October 8<sup>th</sup></b>	<p>Dramatic Play and Leading and Planning Groups</p> <p><b>Readings:</b> Creative Curriculum Chapter 7</p> <p><b>Due:</b> Dramatic Play reflection</p> <p><b>Homework:</b> What resources will you bring into your classroom to help foster the learning experiences gained from your project?</p>
<b>Week 9</b>	<b>October 15<sup>th</sup></b>	<p>Reggio Emilia and Creative Arts and Early Language and Literacy Development</p> <p><b>Readings:</b> Creative Curriculum Chapter 9</p> <p><b>Discussion of Handouts:</b> 1) The Hundred Languages of Children 2) What Can We Learn From Reggio Emilia?</p> <p><b>Guest Speaker:</b> Elisa Mongeluzzi</p> <p><b>Due:</b> Creative Arts reflection and General reflection #2</p>

		<b>Homework:</b> Bring in a book or resource that you will be using for your project in your student teaching classroom to share.
<b>Week</b>	<b>Date</b>	<b>Topic Covered/Chapter (assignments due)</b>
<b>Week 10</b>	<b>October 22<sup>nd</sup></b>	Library and Writing area and Early Language and Literacy Dev. <b>Readings:</b> Creative Curriculum Chapter 10 <b>Discussion:</b> Early Childhood Experiences in Language Arts <b>Group Work: Final Project—Revisit and Re-web Topic</b> <b>Due:</b> Literacy reflection <b>FULL EMERSION IN STUDENT TEACHING (Week 7)</b>
<b>Week 11</b>	<b>October 29<sup>th</sup></b>	High Scope and Science and Social Studies <b>Readings:</b> Creative Curriculum Chapter 11 <b>Discussion:</b> High Scope Plan/Do/Review Process <b>Due:</b> Science or Social Studies reflection <b>Homework:</b> What curriculum area and skills will your project include? How will your project permeate the classroom?
<b>Week 12</b>	<b>November 5<sup>th</sup></b>	Montessori and Outside Environments <b>Readings:</b> Creative Curriculum Chapter 16 <b>Discussion:</b> Montessori <b>Guest Speaker:</b> Christina Bernier <b>Due:</b> Outside reflection <b>Homework:</b> How will you assess the children during the project?
<b>Week 13</b>	<b>November 12<sup>th</sup></b>	<b>VETERANS DAY—NO CLASS</b>
<b>Week 14</b>	<b>November 19<sup>th</sup></b>	Documentation and Sensory Table, Computer, and Table Toys Final Presentations. <b>Readings:</b> Creative Curriculum Chapter 12, 15, and 8 <b>Group Work: Final Project—Complete culminating events</b> <b>Due:</b> Sensory, Computer, or Table Toy reflection (Choose one)
<b>Week 15</b>	<b>November 26<sup>th</sup></b>	Waldorf and Music and Movement <b>Readings:</b> Creative Curriculum Chapter 13 <b>Discussion:</b> Waldorf and Steiner Education <b>Guest Speaker:</b> Maureen Conlin—Happy Notes Music <b>Due:</b> Music and Movement reflection
<b>Week 16</b>	<b>December 3<sup>rd</sup></b>	<b>Last Class—Poster Presentations in Farmer Atrium</b> <b>Due:</b> General reflection #3

### Semester II Lesson Plan Template

**Rationale Statement:** (What is your hook, why have you chosen this set of objectives/unit/project? Which children's interests have you noted that you are using to create your theme/project? Which instructional needs have you identified?):

**Objectives:**

- 
- 

**State Standards:**

- 
- 

**Environmental Plan:** Materials/activities you will add to learning centers to encourage curiosity, thinking, mathematics, language and vocabulary related to objectives, theme, and/or project.

<b>Literacy</b>	<b>Science</b>	<b>Manipulatives</b>	<b>Music/Movement</b>
<b>Dramatic Play</b>	<b>Computer/Technology</b>	<b>Outdoor Environment</b>	<b>Sand/Water</b>
<b>Blocks</b>	<b>Art</b>	<b>Special Needs Adaptations</b>	<b>ELL Adaptations</b>

**Reflection:** (what worked, what didn't? what materials/activities were too difficult? too easy?)

**Teaching Responsibilities and Interactions:** Activities that you as the teacher will plan and how you will facilitate receipt of the information for the student – group times, learning center activities, scaffolded learning opportunities. How will you interact with children during activities? What vocabulary will you use and in what context?

- **Essential Information** (What is essential for the student to know related to your objectives? How will you embed the information into the environment and other learning opportunities?)

*Vocabulary*

*Numeracy Skill Sets*

- **Modeling:** (How will you demonstrate the skill/competence? What other students have the skill that can assist?)
- **Small Groups:** (How will you engage children in small group activities to occur during choice time? What vocabulary will you use during groups and how will you encourage conversation between children and adults?)
- **Eliciting Responses** (What questions will you ask students during play and group activities? What activities will you set up to obtain a behavioral response?)
- **Check for Understanding:** (Strategies to determine if students understand the information presented, observations/behaviors for which you will be watching, strategies/questions for eliciting responses)
- **Closure:** (reviewing and clarifying the key points, summary activity, how and when will you wrap your days' activities?)



- **Assessment:** (criteria by which the student's progress will be evaluated, how will you know the student met the objectives?)
- **Family Involvement:** (How will you actively engage families in the learning process?)

**To Do List:** What materials do you need to gather? What resources do you need to locate? What do you need to prepare in advance?

**Lesson Reflection:** (How well did the plan work, was enough planned? Too much? Did children maintain interest or go in other directions? What will do the same if you repeat this? What will you differently the next time?)

Material in this lesson plan was formatted after the Creative Curriculum © and Madeline Hunter instructional models.

## **Elementary Education Partnership Program**

**TABLE 1** - EEPP Field Experience Goal/Objectives – Block 1

Goal/Objective	Az Teaching Standard	INTASC Principle Knowledge, Skills Dispositions	Outcome Measure on Evaluation Instruments
1. Display a student centered attitude towards students – is caring, positive, perceptive, responsive, sensitive, and respectful of diversity	2.1, 2.4, 2.8	K-2,3 S-3,10 D-2,10	Appraisal 1-4
2. Demonstrate competence in relevant content areas – language arts, reading(K-3) and phonics.	7.1, 7.1a	K-1,2,7,8 S-1,2,7,8	Appraisal 5, Program Level-Semester 1; Professional Development Essay
3. Implement and evaluate lessons or activities in relevant content areas - language arts, reading(K-3) and phonics - as required by methods courses.	3.1	K-1,2,7,8 S-1,2,7,8	Appraisal Program Level-Semester 1; Professional Development Essay
4. Use active listening skills	2.8	D-6	Appraisal 6
5. Demonstrate effective written and oral communication skills	3.5	K-6 S-6	Appraisal 7, 8
6. Critically examine teaching practices	6.1	K-4,9 S-4,9	Appraisal 10; Professional Development Essay
7. Seek feedback from faculty and follows through on feedback	6.2-5	S-4,9 D-9	Appraisal 11, 12; Professional Development Essay
8. Adjusts instruction based on feedback from students and faculty	3.15	S-4	Appraisal 13
9. Demonstrate qualities necessary to create and maintain a learning climate supporting students' abilities to meet Arizona academic standards – professional appearance, dependable, punctual, enthusiastic, confident, dedicated, organized, resourceful, and uses good judgment.	2.9, 2.10	S-5 D-1,9	Appraisal 9, 14, 15, 17, 18, 19, 20, 21
10. Exhibit pleasant interpersonal skills and a positive disposition with students, teachers, and parents while maintaining high ethical standards and confidentiality.	2.1-2.10, 3.2, 3.5, 4.5, 5.1, 5.2, 5.4, 8.13	K-10 S-10 D-10	Appraisal 16, 22, 23

**Special Education/Elementary Education Dual Certification**  
**SPE Dual Certification**

**Course Sequence**

<b>Semester 1</b>	
SPE 411: Parental Involvement and Regulatory Issues	3
SPF 401: Theory and Practice in Education	1
EDT 300: Computers in Education	1
SPE 314: Intro to Bilingual/Multicultural Special Education	3
SPE 394/SPE 303: Foundations of LD and EH	3
SPE 394/SPE 304: Foundations of MR and PD/OHI	3
SPE 496: Field Experience	1
<b>Semester 2</b>	
SPE 412: Evaluating Exceptional Children	3
BLE 408: SEI for Linguistically Diverse Students	3
SPE 413: Methods in Language Arts, Reading, Arithmetic for Exceptional Child	3
RDG 414: Teaching Reading and Decoding	3
SPE 394/301: Assistive Technology	1
EED 433: Language Arts Methods, Management, and Assessment	3
EED 496: Field Experience	1
<b>Semester 3</b>	
EED 455: Social Studies Methods, Management, and Assessment	3
EED 420: Science Methods, Management, and Assessment	3
SPE 419: Instruction in Content Areas: Science and Social Studies	3
EED 480: Math Methods, Management, and Assessment <i>MTE 180 must be completed prior to EED 480</i>	3
SPE 415: Classroom Behavior Management	3
SPE 496: Field Experience	1
<b>Semester 4</b>	
EED 478: Student Teaching (Elementary) and Seminar	8
SPE 478: Student Teaching (Special Ed) and Seminar	8